



Utah Comprehensive Counseling and Guidance

Guidance Activities Results Report (Large Group) 2007-2008

School: Cedar City High School

Target Group: Entire Freshman Class (280 students)

Target Group selection is based upon: [see project description](#)

ABSTRACT

Students have been bullied at CHS. This project is an attempt to raise awareness to incoming Freshman regarding the problems with bullying. Information gathered and presented to students will offer help to those who are being bullied and will provide concrete information to those who witness bullying. The hope is that this training will assist everyone who is involved in bullying to get help in an effort to decrease the number of incidents of bullying occurring at CHS.

PROJECT DESCRIPTION

Introduction Counselors are in agreement that students are self reporting incidents of bullying occurring at school. School Administrators at CHS have also reported unusual numbers of bullying incidents. The counseling department decided to adopt an Anti-Bullying campaign.

- CHS DRSL: Students must be prepared to analyze and respond to unexpected and difficult circumstances in and out of the classroom.
- CCGP Student Outcome: Responding to Change.

Participants All Freshman at CHS

- 280 Freshman enrolled currently

Method Administer Bullying Survey. Search WWW for relevant curriculum and information to present in Skills for Success class.

- Skills for Success class is a required class for all Freshman.
- Bullying survey was administered to Freshman English classes in October.
- Survey results tallied.
- Data was presented in Skills class. The class is a semester class so the presentation will be made in Fall and Spring classes.
- Counselors researched national data and found excellent training curriculum to teach students how to deal with Bullying.
- Evaluation Methods:
Evaluation for this project will take place at the end of the classroom presentation in a discussion format where the counselor can gather information based on the education the students received on how they can prevent bullying from occurring.
- Counselor(s): Jennifer Denhalter, Mindy Jones, Nick Parson
- Survey designed by counselors based on information found on WWW. Curriculum found from national websites on Bullying.

RESULTS

The bullying survey was administered to 272 of the 280 freshmen in English 9 classroom. The data was reviewed and used to research the information gathered for the classroom guidance presentation. The top concerns expressed in the data were the focus for the guidance curriculum. They were as follows:

- What to do if a student is bullied.
- What to do if a student witnesses bullying.
- What can a student who admits to bullying can do to rectify the situation and what they can do to make changes in behavior.
- Where and how a student can get help.

- Additional information in the presentation covered how to treat one another with respect and kindness.

DISUSSION



Utah Comprehensive Counseling and Guidance Closing the Gap Results Report (Small Group) 2007-2008 School: Cedar City High School

Target Group: Group of juniors and seniors (12 students)

Target Group selection is based upon: see project description

ABSTRACT

Living in a small rural community, many students lack the full understanding of what careers are available for them to choose from. Dixie State College has a career fair in which they bring in professionals from many different areas. We hoped our students could gain knowledge about many different careers they were interested in before they graduated by attending the fair. After the career fair, a self-evaluation survey was given to the students. The self reported results showed that the students gained more information about their future careers.

PROJECT DESCRIPTION

Introduction: Attending the career fair at Dixie State College will give our students the opportunity to explore many career choices. Our students heard presentations from a number of professionals and were able to ask questions.

- CHS DRSL: Making Connections- Understand the significance and impact of learning and citizenship on present and future.
- CCGP Student Outcome: LC:C1, LC:A2, LC:B3, LC:C2, LC:C3

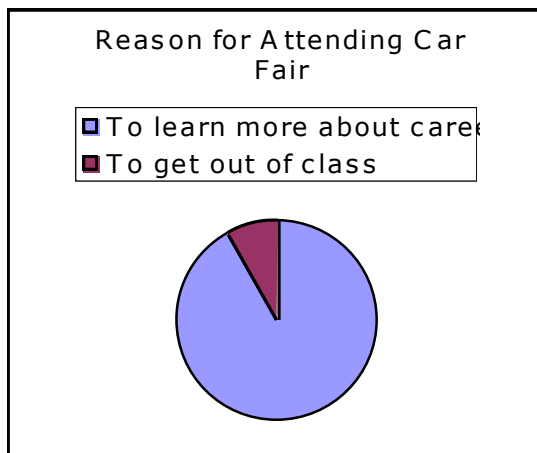
Participants: Juniors and seniors

- 12 juniors and seniors signed up and had a least a C grade in every class.

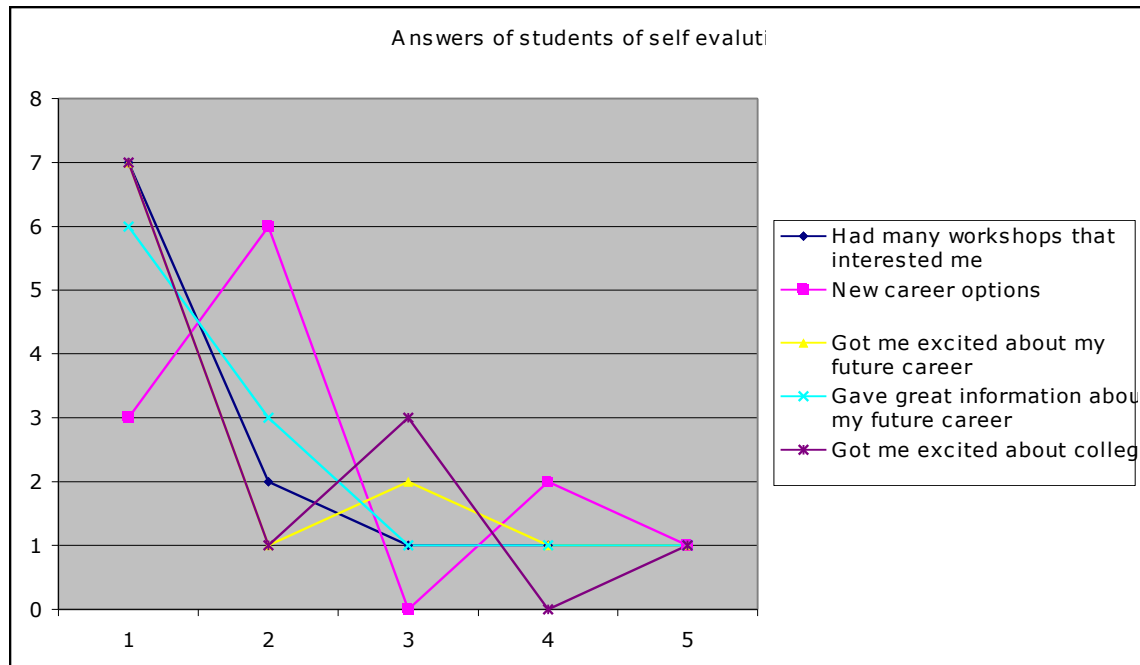
Method: Increase our students' awareness of career choices

- Presenters from different career fields spoke to the students at Dixie State College Career Fair.
- November 13-14, 2006
- Evaluation Methods: A self evaluation survey of 11 questions
- Counselor(s): Jennifer Denhalter, Mindy Jones, and Nick Parson

RESULTS



We asked the students why they decided to attend the career fair. Most stated they were interested in learning about their future careers.



Column numbers are number of responses. Row numbers are a Likert Scale 1 being completely agree with statement to 5 being I totally disagree.

All the students stated that they would suggest all students attend the career fair next year.

DISUSSION

Pros

1. Most of the students learned more about careers they are interest in. Only one student put that the only reason they went to the career fair was to get out of class.
2. They learned about different careers that could be a possibility in the future.
3. They got excited about college and continuing their education after high school.

Cons

1. Only 12 students were able to participate.

The Career fair was a success for the few students that were able to take advantage of it. We put the restriction that to attend you had to have at least a C in all your classes. We had only a few students attend because there was an Honor Society trip the same week and a CET field trip a few days before so many students were behind.

We plan on attending next year. Hopefully we can have more attendance next year. Having the grade restriction eliminated many students who just want to get out of class from attending. The grade restriction made the trip more pleasant.

Utah CCGP - Guidance Activities Action Plan &

Parowan High School, Iron County School

District

Target Group - Whole School - Service Learning

Selection based upon PHS DRSL - Responsible Citizenship



Counselor: Ava Chamberlain SEOP Binder Organization: Marie Adams

Principal: Scott Doubek Registrar: Laura McAneney Advisors: All Teachers

ABSTRACT

We are in our 2nd year of this large group project. I plan to compare results for at least 3 years as I work to refine the program. At PHS we feel strongly that we should teach the life skill of service to our youth. Many students aren't taught service by their parents, most scholarships call for service hours, and the positive effects of altruistic deeds on the psyche are reasons we have identified a service component in our monthly advisory meetings with all students, 7-12.

Service Log Guidelines were created by the Steering Committee. Last year, we didn't require documentation/proof, but relied on students' truthfulness. This year we required that the name of a contact person be recorded. We really pushed service as a staff and educated students about the benefits of it to self and community. The school's clubs and organizations provided service opportunities for students throughout the year. Students reported their service hours at their monthly SEOP Advisory Meeting by recording it in their SEOP Binders and giving a brief description. The entire school, 7-12, of 400 students documented 10,110 (11,380 06-07) service hours from June 2007 through May 2008. That is an average of 25.72 (28.45 06-07) hours per student, down a little from last year.

Even though our average hours have gone down this year, I believe it is because the service has been more truthfully reported. Our averages still seem to represent positive aspects such as increased awareness of the benefits of service and an altruistic attitude developing in many students. However, some reported hours have still been found to be erroneous, exaggerated, or not in compliance with the definition of service set forth by the Guidelines. The Steering Committee has, because of our findings, edited the Service Log Guidelines to make them more clear to students, parents, and advisors (teachers). Counseling has sent home the new guidelines along with a newly created documentation form to help ensure honest accountability of service hours.

The main oversight on my part this year was neglecting to review the service definitions with the teachers before the final reporting of hours. Next year, in Spring 09, I will hold a review session of the school's

service program to help teachers/advisors discern acceptable and non-acceptable hours.

Guidance Activities Action Plan (Large Group) – 2007-08

Guidance Lesson Content – Intent

- Service is a life long endeavor that will not only help others, the community, and the world, but will also benefit the giver with a sense of self worth and accomplishment.
- Instilling an altruistic mind-set in youth will help them develop habits of service throughout their lives

Utah CGP Student Outcome or DRSL

PHS School Improvement Plan – Positive Climate, Community Awareness;
PHS DRSLs – Responsible Citizenship, Effective Communication & Collaboration

Curriculum & Materials

- Monthly SEOP Advisory Group meetings
- Service hours are logged in the SEOP Binder for 7th through 12th grade students
- Various service oriented mini lessons are given and/or opportunities suggested or planned in each advisory group
- Presentation of need for documentation of service is done by the counselor to every 9th grader and reinforced 10th – 12th, i.e. Merit Diploma, Sterling Scholar, Scholarships, Service Awards, etc.
- Presentation of need for documentation & developing habits of service is presented to 7th graders in TLC and reinforced in 8th grade
- Quarterly "Counselor's Corner" Newsletter is sent home containing service information
- SEOP conferences include the service component and presentation of documented hours by students to parents

Presented in Which Class or Subject

- Monthly SEOP Advisory Group meetings

Resources/Staff Development Needed

- SEOP Binder System organized with a Facilitator
- Organization in front office with Counselor, Registrar, and SEOP Binder Facilitator for all new students
- Service Log Guidelines – Understood and adhered to by students, parents, and advisors
- Service Hours Documentation Forms – readily available for all students (or alternative documentation guidelines)

Evaluation Methods

- Total number of service hours 7-12

- Breakdown of service hours by class 7-12
- Types of service performed - diversified service in many venues is preferred
- Attitudes and predispositions of students toward service
- Awareness of and belief in the need for service

Start/End Dates

Fall 2007 - Spring 2008 (began Fall 06-Spring07)

Projected Number of Students Impacted - 393

Guidance Activities Results Report (Large Group) 2007-08

Results Data

All students at Parowan High School have an SEOP Binder and are familiar with their advisor. Monthly SEOP Advisory Group meetings were held in which students logged their service hours. 393 students 7-12 logged in 10,110 hours for 2007-08. This is an average of 25.72 hours per student. See class breakdown:

12 th grade -	72 hours per student	(52 for 06-07)
11 th grade -	25 hours per student	(34 for 06-07)
10 th grade -	14 hours per student	(22 for 06-07)
9 th grade -	18 hours per student	(28 for 06-07)
8 th grade -	18 hours per student	(34 for 06-07)
7 th grade -	12 hours per student	(15 for 06-07)

NOTE: Some classes improved from one year to the next and others digressed. Those improving were 8th grade (from 15 to 18); 11th (from 22 to 25); and 12th from 34 to 72! Those digressing were 9th grade (from 34 to 18) and 10th grade (from 28 to 14).

One reason for the decline in the 9th grade may be due to two new teachers/advisors who, although trained in the service component, often didn't follow through on assigned SEOP Advisory group instructions. The decline in the 10th grade may be for similar advisor reasons. But the high number of 28 average hours was somewhat suspect for 06-07 and was buoyed up by one student who performed 300 hours.

Advisors reported that some hours were questionable in number or type of service. Some advisors were knowledgeable about the guidelines and had explained them effectively to their students, filtering out unacceptable hours. However, other advisors had allowed anything to be written down and hadn't explained the limitations and guidelines. This automatically taints the data, but gave the Steering Committee goals for next year for proper implementation of the program and training of students, parents, and advisors. I actually called home on some of the reported hours; some were verified, others not!

High achieving students were awarded certificates in an Awards Assembly for their service efforts. Awards were based on grade norms and hours were not pre-determined because of lack of data on which to base

goals. I plan to meet with the Steering Committee and set service goals for each grade now that we have two years of data on which to base our expectation. 7-12 grades received awards for 30 hours or more this year.

All in all, I think our reported service hours was much more honest this year.

Perception Data

Even though the average service hours went down from 06-07, students' awareness of service learning has increased as evidenced by personal, parent, and advisor reports. Clubs and organizations are reporting more involvement in service projects. Merit Diploma, and Sterling Scholar, etc. Seniors had the highest percentage of service hours per person - which is to be expected.

Implications

The Service Learning program at PHS is benefiting students and helping to change attitudes and awareness of service. The method of logging in hours has been changed, beginning June 2007, recommending signed documentation by an adult supervisor. If the student forgets to have the hours signed, he/she still must provide the name and contact information for the adult supervisor. Advisors need to be better trained as to service guidelines and scrutinizing students' hours, especially just before the final reporting for the year. Students and parents need to continue to be informed of the purpose of service, opportunities, and guidelines for documentation. The Service Hours Documentation Forms and Service Log Guidelines are readily available on bulleting boards which are in high visibility areas of the school. Youth leaders of all church denominations will also be given Service Log sheets to have on hand as youth perform service through their church. This will help promote honest documentation and encourage youth to continue service to community and church, Counseling still needs to define service award amounts and set goals for students in each grade to work toward. This will be accomplished in the next Comprehensive Guidance Steering Committee meeting and based on data from 06-07 & 07-08. However, care will be taken in teaching service learning for the "award" versus the "altruistic" benefit.

Prepared by: Ava Chamberlain, Counselor

Utah CCGP - Closing the Gap Action Plan & Results



Parowan High School, Iron County School

District

Target Group - Students needing to make up F's to meet graduation requirements

Selection based upon Graduation Requirements Needed & School Improvement Plan -

Student Performance

Counselor: Ava Chamberlain Principal: Scott Doubek

ABSTRACT

This is year two of my small group data project. While reviewing students' grades, I noticed the need for many at-risk students as well as a few others to make-up grades during the regular school day. Many of the students had a period in their schedule that they could use as a Skills class in which they could access Electronic High School. The problem is that Parowan High is a small school with no funding for a facilitator in more than one class period, which our Resource teacher currently holds. However, that specific period won't work for many students. I analyzed our resources and determined that our librarian, computer lab aide, and Levels coaches could possibly facilitate and advise a few students in their areas each period. I developed a log sheet for accountability and attendance tracking. I also had each student read and sign a contract, which was sent home to parents. The principal gave his approval and we began. In 2006-07.

Over the course of this second year in the program, twenty-three (vs. thirty 06-07) students enrolled in this Skills program for one to four quarters. The goal was for each student to complete 1-quarter credit from EHS for every quarter at PHS. Student enrollment totaled 55 (75 06-07) cumulative quarters, but credits earned were 30 (up from 23 06-07) quarter credits. This is a 55% (28% 06-07) success rate.

Causes for failure to accomplish the task were identified to be the same things as last year for the most part. There was the usual lack of motivation, distractions in the environment, and poor behavior.

Causes for success in earning credit were similar to last year: student motivation to graduate, facilitator buy-in and better training, encouragement, and supervision. Students were also more thoroughly screened before being allowed in the program and expectations were raised from last year. The facilitator who was able to give more one-on-one attention yielded the highest results. Another facilitator is very accommodating, but is unable to supervise and lacks the skills to keep the environment as it should be. The third facilitator was new and had a great computer background, but would forget to turn in log sheets and didn't fully realize the need to supervise the students. He was very busy and would often send the students to another facilitator to work.

I was encouraged by the increased success rate from last year. I feel it is due to better facilitator buy in and training and the need for many of the students to graduate. Parent encouragement was a factor in a few as the parents wanted the students to achieve a 28 credit diploma vs. a 24 diploma which would not allow them to walk with their class. In conclusion, I will continue to screen students, get parent buy-in to the process, match students with appropriate facilitators, and monitor the program. Hopefully I will have even better numbers to report for 08-09.

Closing the Gap Action Plan - Small Group - 2007-08

Intended Student Behavior

At-Risk & other students will make up F grades to get back on track for graduation

Transfer students will make up deficient credits needed for graduation

Utah CGP Student Outcome or DRSL

PHS School Improvement Plan - Student Performance; PHS DRSLs - Responsible Citizenship, Effective Communication & Collaboration, Prep for Life-long Learning.

Guidance Activities or Interventions

- Establishment of Skills periods throughout the day to accommodate students' schedules
- Creation of Log Sheet for accountability, attendance, and evaluation purposes - already dated for ease.
- Creation of Course Syllabus/Contract to identify purpose and expectations of class
- Set up of Facilitation Personnel in each area - Library, Computer Lab, Levels.

Resources/Staff Development Needed

- Librarian, Computer Lab Aide, Levels Coaches
- Computer Access
- Training on Electronic High School, i.e. submission of assignments, etc.
- Training on dealing with At-Risk Students, their unique circumstances and special needs

Evaluation Methods

- Daily Log Sheet entries by students - to be handed in tri-quarterly to the counselor
- Daily signature and comments by facilitator
- Number of grades received from Electronic High School compared to quarterly enrollment of students
- Self-Evaluations by students at end of each quarter

Start/End Dates

Projected Number of Students Impacted - 23

Closing the Gap Results Report (Small Group) 2007-08

Results Data

Twenty-three students enrolled in the Skills periods over the course of the year, for 1 to 4 quarters. The total quarter enrollment was 55 quarters. Total credits earned were 30-quarter credits. This yielded a 55% success rate for quarter credits earned.

Perception Data

Same as last year: During personal interviews with students and in reading their log sheets, students reported that having a facilitator who cared and supervised adequately, was a factor in their success. They truthfully reported their problems with EHS and if instructions had been misunderstood or if the EHS teacher was accessible or not and timely in the grading process. Students also truthfully reported their off-task behaviors and often that they just didn't want to work that day. Some reported their understanding of the effect of off-task behavior on their low achievement and others habitually blamed the facilitator or outside influences on their lack of success.

Implications

At-Risk and other students who have failed classes or transfer with deficient credits need proper supervision and encouragement by caring adults in order to succeed in making up grades. In most cases, they thrive under structured conditions where they know what is expected of them and receive adequate assistance.

Training of personnel who work in this environment is essential. Facilitators must understand and have compassion for the At-Risk student as well as be well trained in technology and on Electronic High School and/or other delivery systems.

Buy-in of facilitators and parents is also essential to the attitude and atmosphere in the Skills class setting. Facilitators who supported the process were more successful in helping their students earn credits. Parents who educated themselves on EHS also lent encouragement to the process, as they were able to follow-up and supervise at home. Other parents were completely indifferent to the program and offered no assistance in their student's behavior or off-task issues.

We will continue the program at PHS, and work to get funding for a location with computers and properly trained personnel.

Prepared by: Ava Chamberlain, Counselor



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Southwest Education Academy

Target Group: All students

Target Group selection is based upon: Desired Result for Student Learning: students will connect classroom learning to the world at large.

Key Word:

ABSTRACT

This year I required all of the SEA students to participate in the first session of Bridges Choices curriculum to give the student the opportunity to complete the Interest Inventory with the goal that they will consider more education after graduation. I scheduled several sessions with each of the English classes, Adult Roles and Independent Study classes. The curriculum was designed to be of interest to alternative high school students.

PROJECT DESCRIPTION

Introduction

- *Students will connect classroom learning to the world at large.*

Participants

- *All students enrolled at SEA in fall and spring*
- *Number of students should be approximately 60-70 students*

Method

- *Lesson will consist of students completing the questionnaire on the "Choices" website.*
- *Materials will consist of computer lab, Bridges Choices, Career Pathways worksheets, pencils and instruction sheets.*
- *Project was administered October 2007 and February 2008 before SEOP's.*
- *Lesson will be administered in English, Adult Roles and Independent Study, which should maximize the number of students participating.*
- *Once project is completed, students will complete a self-evaluation on the relevance of the information and how it affected their future plans.*
- *Counselor is Robin Birmingham*

RESULTS

As a result of this activity, several students registered for the ACT test, pre-enrolled in technical schools, dental assistant programs, massage therapy schools, aesthetician programs and Southern Utah University. By completing the activity twice a year, new students enrolled after the fall SEOP are still given the opportunity to have Choices to explore post-high school options before graduation.

DISCUSSION

Even though many of our students will not attend college, they are given workable solutions to their post-high school life. Students have expressed the desire to find careers that require minimal training due to their living on their own and financial limitations. I stressed that higher

education can be started at anytime in their future. With alternative high school students, these many options provided them with more confidence that they could make a good living for themselves even if they didn't go to college.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: Southwest Education Academy

Target Group: Seniors

Target Group selection is based upon: CCGP AL: Standard C:

Students will complete school with essential coursework that provides a wide range of substantial post-secondary options

Key Word:

ABSTRACT

The purpose of this study was to assess the graduation rate of seniors at SEA with the introduction of timelier monitoring of progress. Seniors in the alternative setting are more than likely to struggle with graduation requirements, which is a large reason many are enrolled in this school. With the aid of teachers, the counselor will meet regularly with seniors, inform of credit and grade progress and follow up at the end of each quarter. This year was the largest graduating class with a 63% graduation rate. This will become an on-going progress to monitor progress.

PROJECT DESCRIPTION

Introduction

- *Seniors will be tracked by teachers and counselor throughout their senior year to insure the maximum success and completion of required credits for graduation.*

Participants

- *All seniors enrolled at SEA throughout the year*

Method

- *Meet with seniors at beginning of each quarter either in English classes or individually.*
- *Discuss credits completed and credits required for graduation.*
- *Have teachers discuss midterm progress.*
- *Send midterm grades home and meet shortly with students at this time.*
- *Repeat process quarterly.*
- *Counselor is Robin Birmingham*

RESULTS

As a result of this endeavor, we had the largest graduating class to date. Being an alternative school, most of these students were credit deficient and had little or not support from home. By keeping them abreast of their progress and ultimately being encouraging, many of these students didn't fall between the cracks. The ultimate indicator was students at the graduation ceremony thanking the school and teachers for sticking with them through the year.

DISCUSSION

Since this was the first year of this activity, I will continue the project indefinitely to validate the data. If nothing else come from this project, the staff, students and counselor have all become involved stakeholders in the graduation progress. Some amazing relationships were forged.

